

**Perkins Career and Technical Education Act of 2006**  
**Postsecondary Local Five-Year Plan, July 1, 2008- June 30, 2013**

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**Postsecondary Institution**

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**Administrator of Eligible Institution (typed)**

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**Signature of Administrator**

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**Date**

**Deadline for submission is May 23, 2008.**

**Purpose:**

The purpose of Perkins IV is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by –

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
- (2) integrating rigorous and challenging academic and career and technical instruction, that links secondary education and postsecondary education;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- (4) conducting and disseminating national research and disseminating best practices that improve career and technical education programs, services, and activities;
- (5) providing technical assistance that –
  - (A) promotes leadership, initial preparation, and professional development at the State and local levels; and

- (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools; postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

**Please respond to the 12 items below. The Local Plan shall provide specific examples of how your postsecondary institution will meet the 12 requirements of the Perkins Career and Technical Education Act of 2006 listed below.**

- (1) Describe how the career and technical education programs will be carried out with funds received under The Career and Technical Education Act of 2006 (nine required use of funds).
- (2) Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance. The six Core Indicators of Performance (are:
  - a. Technical Skill Attainment
  - b. Credential, Certificate, or Degree Attainment
  - c. Student Retention and Transfer
  - d. Student Placement
  - e. Nontraditional participation
  - f. Nontraditional completion.
- (3) Describe how the eligible recipient will –
  - (A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A):

- (i) incorporate secondary and postsecondary education elements;
    - (ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinate, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
    - (iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
    - (iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.
  - (B) Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards, and relevant career and technical education programs to ensure learning in –
    - (i) the core academic subjects of reading, mathematics, and science and
    - (ii) career and technical education subjects;
  - (C) Provide students with strong experience in, and understanding of, all aspects of an industry;
  - (D) Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
  - (E) Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- (4) Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). Professional development must be high quality, sustained, intensive, and classroom-focused. It is not 1-day, short-term workshops or conferences.

- (5) Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study.
- (6) Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.
- (7) Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.
- (8) Describe how the eligible recipient will –
  - (A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
  - (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
  - (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
- (9) Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
- (10) Describe how funds will be used to promote preparation for non-traditional fields.

- (11) Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
- (12) Describe efforts to improve -
  - (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
  - (B) the transition to teaching from business and industry.